



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board

Raheen Wood Community National School

Code of Behaviour

Policy Area	Code of Behaviour
Version	1
Date	Created: April 2024
Responsibility for Implementation	All Employees, Board of Management
Monitored	Every three years or in line with changing legislation
Amendment	Standardised template across ETBs
Responsibility	Raheen Wood Community National School Board of Management
Approved by Board	June 2024
Notified to Staff	June 2024

*"With the work of our hands,
With the thoughts of our hearts
And with the words of our mouths
We fill our school with goodness, beauty and truth."*

Purpose of Policy

Our Code of Behaviour is based on the principle that there should be as few rules as possible and that those we have exist for good reasons and must be respected by everyone. Children need to be given the opportunity to develop the ability to regulate their own behaviour; too many rules and too much adult intervention can encourage children to rely on them and can inhibit the development of independent judgement. Young children need strong boundaries that guide them towards good habits in the way they behave and treat each other. These boundaries need to be held by the adults around them and, generally, as they get older, become first wider and then looser as the pupils are given more responsibility for their own behaviour. This is a process that takes many years; younger children cannot be expected to take responsibility for or understand the consequences of their actions in the same way as teenagers or adults can. With these principles in mind, we have devised a Code of Behaviour that outlines our expectations and gives guidance to teachers and parents, as well as the pupils themselves, about what is ideal, what is expected, what is acceptable and what is not.

Table of Contents

	Page	
School Behaviour Values	3	
Standards of behaviour	5	
Ways of working with behaviour:	7	
Serious Misbehaviour:		15
--Suspension	16	
--Expulsion	20	
Review of Policy	21	

All School Behaviour Values.

In our school we strive to uphold the following values in our behaviour:

1. *We come to school to work and learn together*

- We arrive punctually.
- We make sure we do the right thing at the right time.
- We try hard to do our best work.
- We learn from our mistakes.
- We listen to our teachers and classmates and treat them with respect.

2. *We treat other people as we would wish to be treated ourselves*

- We listen and learn from each other.
- We respect and value each other's differences.
- We use respectful and appropriate words to resolve our problems.
- We are fair and kind to each other.

3. *We work together to make our school a safe and happy place*

- We are thankful for what we have.
- We treat all things with care.
- We take turns and we share.
- We help each other to feel safe and well cared for
- We celebrate the fact that we are all different and we learn from each other's differences.

The purpose of these values is to help us all to remember the ways in which we need to behave in order to make our school the safe and happy place that we want it to be.

Where and when the Code of Behaviour for Raheen Wood Community National School will apply

- This Code of Behaviour will apply to all school activities, regardless of timing and location.
- This will encompass the normal school day, activities that may extend beyond normal, including travel on the school bus.
- opening and closing times and all extra-curricular activities such as tours and festivals.

Aims of the Code of Behaviour

- To identify and reinforce behaviour which helps to make our school a safe and happy place where children and adults come to work and learn.
- To enable teachers and parents to communicate and work together effectively to surround the child with clear, consistent boundaries within the context of a loving authority.
- To provide clear and consistent boundaries for children's behaviour in a way that is appropriate to their stage of development and respects the needs of the whole child.
- To highlight the responsibility of the teachers, Board of Management and parents to maintain a classroom and school environment which is supportive of the learning of every student.
- Where a child's behaviour disrupts the teaching and learning of other students, to identify the needs of that particular child and how those needs can be weighed against the needs of the other children and staff members.
- As the school community, represented by the Board of Management and the teaching staff, seek to intervene early and positively when a student's behaviour does not meet the expectations of the school, the early involvement of parents will be prioritised.
- To identify interventions that try to promote an awareness within the child of the impact of their behaviour (progress reviews to support this context).

Standards of Behaviour

In our general behaviour, we

- show consideration for other children and adults.
- attend school punctually and on a regular basis.
- do our best both in school and for homework, both written and oral
- use respectful language and tone of voice with adults and children alike.
- are helpful and cooperative.
- show respect for other children, their belongings and for school property.
- take proper care of schoolbooks and equipment.

In the classroom, we

- speak, always using respectful language.
- listen to the teacher and to other pupils in their turn.
- allow ourselves and each other to work to the best of our ability.
- treat all children fairly and kindly.
- follow the direction of our teachers.
- obtain our teacher's permission to leave the classroom.
- respect others, including the teacher, other pupils, and visitors to the classroom.
- participate in class and in all school activities.
- value the belongings of other pupils and the property of the school
- keep our classroom clean and tidy.
- have homework assignments completed on time.

In the playground, we

- play safely, avoiding games or play that are rough or dangerous.
- include others in our games.
- respect the yard supervisors and fellow pupils.
- follow the directions of the playground supervisors.
- remain in the school grounds at all times.
- avoid swearing, fighting or name calling.
- avoid littering the grounds.

On arrival to school prior to lessons beginning, children must congregate in the restricted area. Upon dismissal of class at the end of lessons, they proceed to their bus station or the assembly point (see Car Park Safety Document). School rules apply when off site.

We communicate our expectations of children's behaviour in a positive child-friendly way as per the affirmation statements below:

1. I LISTEN TO AND RESPECT MY
TEACHER AND CLASSMATES.
2. I PUT A HAND UP TO SPEAK.
3. I RESPECT MY PROPERTY AND THE
PROPERTY OF OTHERS.
4. I KEEP MY HANDS AND FEET TO
MYSELF.

Ways of Working with Behaviour

Promoting positive behaviour

- Good rhythm to each day with consistency
- Established rituals to support tasks
- We have clear and consistent boundaries
- Staff teamwork approach with healthy inter-personal relationships
- Staff are conscious role-models for behaviour
- Parents are informed of how their children behave through informal chat at drop off or collection times if possible
- We involve parents when there is an issue with their child's behaviour
- Informal review each day at home time of our achievements and successes and brief look forward to next days challenges
- Keeping of records of each child's behaviour on daily basis
- Undertake child study in Educational Meeting for children who might need support in modifying their behaviour. The parents / guardians are involved in such a study.

Appropriate behaviour

Some children, who have misbehaved, cannot always respond to directions and explanations. They need adult support to help calm down and make the situation right again. The teacher acts as role model and assists and shows the child what is best to redeem any situation. Through the adults role-modelling the child becomes socially aware and responsive and together they resolve issues. We work with respect for both the child and the deed.

Each child is expected to:

- Be well behaved and show consideration for other children and adults
- Use respectful tone and language
- Be helpful and co-operative
- Engage positively in group activity being attentive to the task at hand
- Treat others as they would like to be treated themselves
- Show respect for property and belongings of others
- Take proper care of equipment
- Listen and respond to teacher's guidance

On the school grounds

- Stay within boundaries, and only leave when their guardian accompanies them
- Respect tools and materials and tidy away at home time
- Help each other to feel safe and cared for
- Take turns and share

Offsite

- Stay behind the leader and in front of the adult at the back while walking
- Move in an orderly fashion giving space to each other
- Stay within the given boundaries
- Wait at designated stopping points on signals

Inappropriate Behaviour

- Disrespect towards any other individual
- Disrespect towards property and equipment
- Foul language or verbal teasing or abuse
- Endangering or offending others deliberately
- Interfering with orderly learning environment
- Ignoring teachers guidance
- Crossing school boundaries.

Practising Good Behaviour

Teachers work with the Code of Behaviour Values that form the front page of this document. The Values are on display in the classroom. From time to time an activity in SPHE can be focussed on one of the particular values. Positive behaviour can be the focus for a school assembly. The class teacher will inform the subject teachers of expectations of classroom behaviour and what to do when they are not met. The class teacher should always be informed when behaviour in a subject lesson has deteriorated.

Working Together with Parents

At every stage of working to address and improve a child's behaviour, it is essential that teachers work hand in hand with the parents of that child.

Teachers will use this communicate proactively on occasions when they notice something particular about the child's work, achievements, or behaviour.

Parents can communicate through the office anything that needs to be communicated from home, including reasons for absence, an event in the family, a slight illness etc. Where there is an emerging concern about behaviour, it is important for a conversation to take place between teacher and parent, so that the home can support the school's actions.

Actions which awaken children to the reality of inappropriate behaviour

In order to establish a common understanding and consistent response, the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the description of the misconduct and the sanctions to be employed.

Levels of Misbehaviour and Sanctions

Levels	Description	Sanctions
Level 1: Minor misbehaviour (requiring the intervention of teacher and/or principal teacher)	<p>Failing to observe the class teacher's guiding principles of behaviour (see 6 step approach).</p> <p>Interrupting the teacher and/or class.</p> <p>Disrespectful language.</p> <p>Teasing/name-calling.</p> <p>Leaving a classroom in a disorderly fashion.</p> <p>Leaving class without permission.</p> <p>Eating in class without permission.</p> <p>Eating of chewing gum in school.</p> <p>Playing roughly</p> <p>Failing to do school work</p>	<p>Warning.</p> <p>Consistent repeating of Level 1 behaviours will result in:</p> <p>Withdrawal of privileges.</p> <p>Carrying out useful task in classroom</p> <p>Sending to another teacher for specific time or lesson period.</p> <p>May require written explanation of the incident.</p> <p>Letters are recorded and the Principal is informed. A meeting with parents will be scheduled.</p>

<p>Level 2: Serious misbehaviour (requiring the intervention of teacher, principal and parents)</p>	<p>Repeated instances of Level 1 which have not been modified by sanctions given.</p> <p>Behaviour (intentional or not) which is dangerous to themselves or others ie: shoving, pushing, spitting, pinching, scratching, kicking, fighting, hitting.</p> <p>Absconding from Classroom.</p> <p>Bullying</p> <p>Deliberate disobedience or insubordination.</p> <p>Stealing</p> <p>Intentional damage to school or personal property.</p> <p>Abscond school grounds</p> <p>Derogatory reference teasing/taunting to another person's race, gender, religion, physical condition, disability, or ethnic origin.</p> <p>Threatened physical assault on pupils, teachers and/or ancillary staff.</p> <p>Verbal abuse of another child, teacher or ancillary staff.</p> <p>Climbing on and throwing furniture.</p>	<p>All Level 2 incidents are recorded in Incident book and reported to Staff Meeting.</p> <p>Removal from class grouping to another supervised classroom when the teacher deems the child's presence and behaviour is stopping the teacher from being able to teach and the child's fellow peers from being able to learn.</p> <p>Restorative Practice sessions will be conducted with children involved in conflict.</p> <p>Meeting with principal, teacher and parent/guardian of child.</p> <p>Withdrawal of privileges at the discretion of class teacher and principal</p>
---	--	---

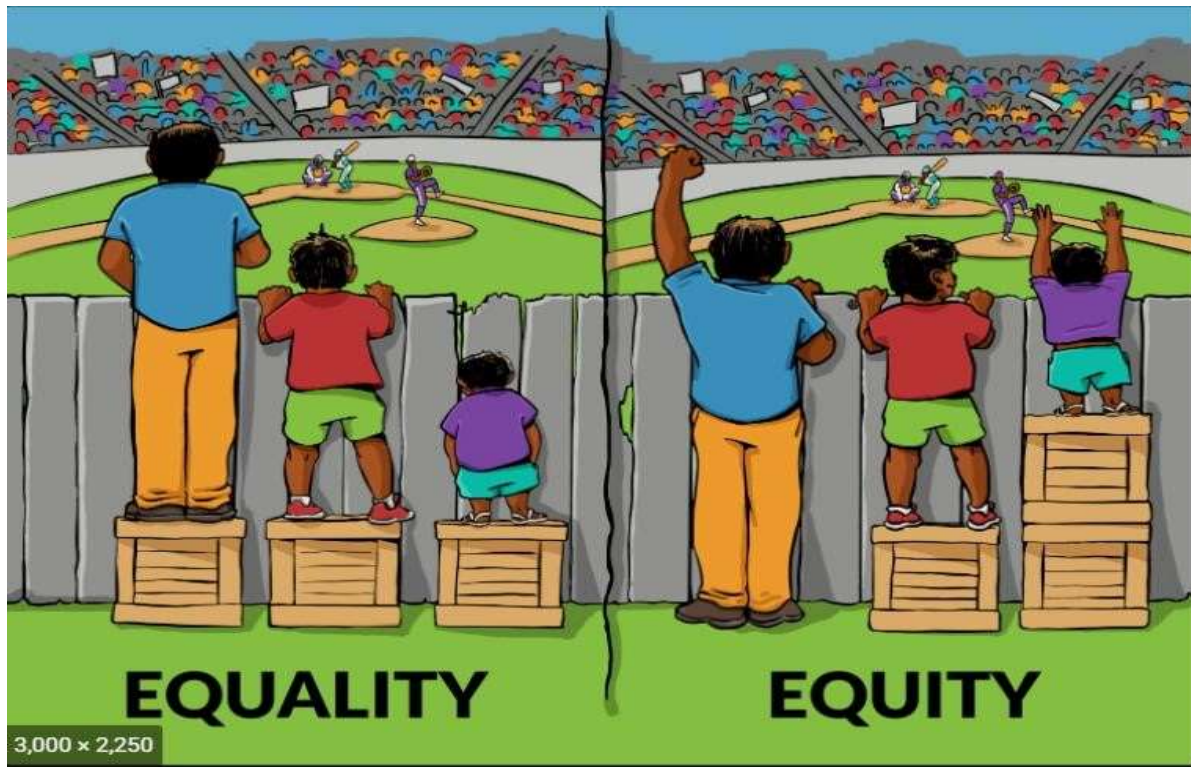
<p>Gross Misbehaviour (requiring the intervention of teacher, principal and Board of Management)</p>	<p>Repeated instances of Level 2 which have not been modified by sanction given.</p> <p>Violent assault on another child/ teacher and /or ancillary staff.</p> <p>Repeated verbal abuse of another child</p> <p>Repeated verbal abuse of teacher and/or ancillary staff</p> <p>Significant damage to school and staff equipment intentionally.</p> <p>Inappropriate behaviour of a sexual nature which may include possession of distribution of material of a sexual nature in print or digital form.</p> <p>Arson.</p> <p>Intentional possession or use of weapons or illicit drugs.</p>	<p>All Level 3 incidents are recorded in the Incident folder, reported to parents, staff (in college meeting) and reported to the Board of Management.</p> <p>Withdrawal of privileges at the discretion of class teacher and principal</p> <p>Meeting with principal, teacher and parent/guardian of child.</p> <p>Suspension</p> <p>Expulsion</p>
--	--	---

Note: The above lists are illustrative. There may be incidents of behaviour that have not been foreseen. The teaching staff will have to use its professional expertise in dealing with any such situation. Appropriate sanctions will apply in line with our Code of Behaviour, taking into consideration the age of the pupil. (Teachers will apply their professional judgement when dealing with Kindergarten class and with children attending An Cuan)

Instances where the Code of Behaviour has been broken by a pupil misbehaving towards another pupil will involve a 'Restorative Practice' session to be initiated by a relevant teacher between both affected parties as part of an Anti-Bullying measure.

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations which include illegal activity may result in contact with the Garda Síochána after parental involvement.

Six Step Approach to aid Teachers in Implementing Sanctions in Main School.



(Teachers from time to time will have to use their own discretion in following these steps)

Note: The teachers in Raheen Wood Community National School endeavour to use positive behaviour management strategies in the classroom.

Step 1: Verbal reminder with positive statement to whole class and reinforcement around basic expectation of children's behaviour

Step 2: Verbal warning – teacher communicates and records warnings discretely.

Step 3: Consistent repetition of inappropriate 'Level 1' behaviours which are having the effect of seriously disrupting teaching and learning in the classroom/learning environment will result in the child being temporarily removed from his/her class grouping to another supervising classroom. The child's removal from the class will be reported to the Principal Teacher.

NB. For children with Special Educational Needs, who struggle to regulate, this action comes from a place of support and not punishment.

Step 4: A Teacher having to resort to the removal of a child from the class grouping's classroom/learning environment will result in a meeting being called by the Principal Teacher with parents of the child and teacher attending. If it is deemed appropriate, the child may also be asked to attend this meeting. The function of such a meeting is for the school and parents to collaborate on addressing the misbehaviours.

- Agreeing on appropriate consequences and loss of privileges.
- Formulation of a concise behaviour plan which outlines the specific behaviours that (see appendix 2)
- If it is agreed that the child is not able to regulate their behaviour, he/she will be placed on the school's 'Continuum of Support' and outside agency support will be considered.
- A written record of the meeting must be kept and should be signed by both parties.
- The parents of the child and the child, if deemed appropriate, are informed that a continuation of such misbehaviours will result in the school having to take formal disciplinary action.

Step 5: Suspension. (See page 12)

Step 6: Expulsion. (See page 15)

The case of a child for whom these measures have become necessary is brought to the weekly College of Teachers meeting. A Child Study may be undertaken by the group of teachers, in order for the Class Teacher's inner work in helping such a child to be supported by colleagues.

Whole school system of recording behaviour

The school staff will record misbehaviour in the following manner. Incidents of minor misbehaviour will be recorded in writing by the individual teacher dealing with the incident(s) in question (See template letter – appendix 1). Where necessary, that teacher will inform the child's own class teacher of the misbehaviour. Incidents of a serious or gross nature will be recorded in the Behavioural Incident Report folder. The incident will be recorded in a detached manner giving the facts only. Pupil initials will be used to maintain confidentiality.

Serious Misbehaviour

A framework for intervention (sanctions) based upon the level of misbehaviour The following table illustrates the staged approach to be adopted with regard to intervention in instances of misbehaviour. It matches the intervention with the appropriate personnel.

Type of Misbehaviour	Personnel involved
Minor misbehaviour	Occasional, minor misbehaviour will be attended to routinely by the class teacher and/or the teacher on supervision duty
Serious misbehaviour	Serious misbehaviour (or persistent minor misbehaviour) will be attended to by the class teacher, supervising teacher and principal teacher. This level of misbehaviour will involve notification of parents.
Gross misbehaviour	<p>The teacher, principal teacher, parents, Board of Management will be involved at this stage. Outside agencies such as NEPS, the TUSLA and the Garda Síochána may become involved at this stage</p> <p>Should it be necessary to restrain a child in order to maintain the safety of others, staff will act according to our current restraint policy</p>

Consistency in the application of sanctions will be ensured by constant communication between staff members at the weekly College of Teachers meetings and reported to the Board of Management.

Suspension

Section 23(2) of the Education (Welfare) Act, 2000 stipulates that schools must include suspension and expulsion procedures in the Code of Behaviour. This aspect of the Code of Behaviour for Raheen Wood Steiner National School follows the guidelines in “Developing a Code of Behaviour: Guidelines for Schools” (NEWB, 2008).

Definition of “Suspension”

The NEWB Guidelines define suspension as “requiring the student to absent himself/herself from the school for a specified, limited period of school days”⁴

Authority to Suspend

The Board of Management of Raheen Wood Steiner National School has formally and in writing delegated the authority to impose an ‘Immediate Suspension’ to the Principal Teacher. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Forms of Suspension

Immediate suspension	Occurs when the principal teacher may consider that a pupil's continued presence "would represent a serious threat to the safety of the students or staff of the school, or any other person".(NEWB Guidelines pg:73)
Automatic suspension	Occurs when the gross misbehaviours listed above are evident.
Rolling suspension	Will occur when a pupil re-engages in serious or gross misbehaviours after returning from a previous suspension
Informal or unacknowledged suspension	Occurs when parents are asked to keep a child from school for part of the school day for serious or gross misbehaviours.

Procedures in respect of suspension

Raheen Wood Community National School is required by law to follow fair procedures when proposing to suspend a pupil. The NEWB Guidelines iterate that fair procedures have two essential parts:

- (1) the right to be heard and
- (2) the right to impartiality

Sections 10.3 and 10.4 of the Guidelines outline these principles in detail.

See pages 66 – 68.

The following procedures will be followed:

Informing the student and parents/guardians

- ☐ The student and his/her parents/guardians will be informed about the complaint in question.
- ☐ The student and his/her parents/guardians will be informed about how the complaint in question will be investigated.
- ☐ Parents/Guardians may be informed by phone or in writing of the matter.

Giving student and parents an opportunity to respond

- ☐ If possible, parents will be given an opportunity to respond before a decision is made and before any sanction is imposed (an exception may apply here in the event of a gross misbehaviour whereby pupils or staff are endangered by a child's continuing presence)

Procedural steps in relation to immediate suspension

- ☐ An investigation of the incident should establish the case for immediate suspension
- ☐ A formal investigation should follow the imposition of the suspension. The same conditions for suspension will apply to immediate suspension.

The period of suspension

A pupil will not be suspended for more than three days except in exceptional circumstances where the principal teacher considers that a period of suspension of longer than three days is needed in order to achieve a specific objective. Suspensions for periods longer than three days will be referred to a meeting of the Board of Management.

Appealing a suspension

The Board of Management is obliged to advise parents/guardians of their right to appeal a suspension. The parents/guardians may appeal to the Board in the event of a suspension being made by the principal teacher. Under Section 29 of the Education Act 1998 parents have a right to appeal to the Secretary General of the Department of Education and Skills. (See p. 76, Developing a Code of Behaviour: Guidelines for Schools)

Implementing a suspension

In the event of a suspension, the principal teacher will confirm in writing to parents/guardians:

- ☐ the period of the suspension and the dates on which the suspension will begin and end
- ☐ the reasons for the suspension a recommended study programme to be followed during the suspension
- ☐ arrangements for returning to the school and a reaffirmation of their commitment to the Code of Behaviour
- ☐ the provision for an appeal to the Board of Management
- ☐ the right to appeal to the Secretary General of the Department of Education and Skills

Removing a suspension

The Guidelines direct that a suspension may be removed if the Board of Management decides to do so for any reason or “if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under Section 29 of the Education Act 1998”. This directive will be implemented by Raheen Wood National School.

Re-integrating the pupil who had been suspended

The school will support the pupil's re-integration by arranging for a member of staff not involved in the suspension to act as a link with the pupil, the parents and the teacher(s) involved. This will involve the monitoring of the pupil's behaviour, his commitment to the Code of Behaviour and catching up on work missed owing to the suspension. Raheen Wood Steiner National School will afford the pupil in question the opportunity to start over with a clean slate.

Maintenance of written records and reports

In order to be fair and transparent the following procedures will be followed with regard to the maintenance of written records in cases of suspension:

- ☐ A written account of the allegation against a pupil will be created
- ☐ An account of the investigation will be written and will include notes taken at interviews
- ☐ A written account of the decision-making process will be made
- ☐ A written account of the decision and the rationale for the decision will be made
- ☐ A written record of the duration of the suspension and any conditions attached to the suspension, the appeals process and the provisions for return to school will be made
- ☐ The principal will provide the Board of Management with a written account to all suspensions made
- ☐ The principal will report suspensions to the TUSLA in accordance with the NEWB reporting guidelines in the Education (Welfare) Act, 2000, Section 21 (4) (a)

Reviewing the use of suspension

The Board of Management of Raheen Wood Community

National School will review the use of suspension in the school to ensure that it is line with the NEWB Guidelines and that the system is fair and follows proper procedure. This review will happen in the aftermath of a suspension.

Expulsion

Expulsion of a pupil is defined by the NEWB as when “a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act, 2000” (Developing a Code of Behaviour: Guidelines for Schools pg:80).

The Board of Management of Raheen Wood Steiner National School has the authority to expel a pupil. It is considered that this is a right reserved to the Board of Management and that it cannot be delegated. As expulsion is a serious action to take, a number of key principles will apply:

- 1. the expulsion should be a proportionate response to the student’s behaviour all previous efforts to address serious misbehaviour should be considered to have failed before an expulsion is recommended
- 2. a pupil and his/her parents/guardians will understand that the consequences of repeated misbehaviour and that the failure to amend his/her ways may result in expulsion from the school
- 3. the assistance of support agencies has been sought

Expulsion recommendations require the following serious grounds: the pupil’s behaviours were of gross nature (see listing above) the behaviour is a persistent cause of significant disruption to the learning of others and to the teaching process

- 1. the pupil’s continued presence in the school is a real and significant threat to safety the pupil is responsible for serious damage to property

Expulsion for a first offence

The following behaviours will result in the recommendation of expulsion upon a first offence. The rationale for this is that the behaviours are so unacceptable as to form a threat to the safety of the general school population: a serious threat of violence against another pupil a serious threat of violence against a member of staff actual violence or physical assault supplying illegal drugs to other pupils in the school sexual assault

The following factors will be considered before proposing to expel a student:

1. the nature and seriousness of the behaviour
2. the context of the behaviour
3. the impact of the behaviour
4. the interventions tried to date
5. whether expulsion is a proportionate response
6. the possible impact of expulsion

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing.

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing i. as to the date, location and time of the hearing ii. of their right to make a written and oral submission to the Board of Management iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- ii. each party will be given the opportunity to directly question the evidence of the other party
- iii. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

a) Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Raheen Wood National School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Appeals

The Board of Management of Raheen Wood Community National School will, in the event of an expulsion process being activated, inform the pupil and parents of their rights in this matter. The NEWB Guidelines state that “a parent . . . may appeal a decision to expel to the Secretary General of the Department of Education and Skills

(Education Act, 1998)” and that “an appeal may also be brought by the National Educational Welfare Board on behalf of a student”.

Reviewing the use of expulsion

The Board of Management of Raheen Wood Steiner National School will review the use of expulsion in the school to ensure that it is line with the NEWB Guidelines and that the system is fair and follows proper procedure. This review will happen in the aftermath of an expulsion process taking place.

Maintenance of written records and reports

In order to be fair and transparent the following procedures will be followed with regard to the maintenance of written records in cases of expulsion:

- ☐ A written account of the allegation against a pupil will be created
- ☐ An account of the investigation will be written and will include notes taken at interviews
- ☐ A written account of the decision-making process will be made
- ☐ A written account of the decision and the rationale for the decision will be made
- ☐ The principal will report suspensions to the NEWB in accordance with the NEWB reporting guidelines in the Education (Welfare) Act, 2000, Section 21 (4) (a)

Children with Special Educational Needs:

In Raheen Wood Community National School, we have implemented the Inclusive Educational Framework (NCSE, 2011) to develop our code in relation to pupils with special educational needs. While monitoring the behaviour of a child with specific identified special needs, appropriate attention will be given to relevant psychological reports and Code of Behaviour. Reasonable accommodations are made to take account of the individual needs of those pupils who may require an individualised response. Such children will have an Individual Behaviour Management Plan, and the Special Educational Needs Support Team will be involved in supporting their behaviour through the child’s Student Support File.

Teachers will refer to guidance documentation and interventions contained on the website, www.livesinthebalance.org when dealing with individual behavioural issues with children with Special Educational Needs as advised by NEPS.

Notification of a Child's Absence from School

Under the Education Welfare Act 200, absences or lateness must be explained by a brief note written in home-school book and signed by a parent/ guardian or by contacting the office. Absences of 20 days or more must be referred by the school to the Educational Welfare Board. Any child wishing to leave school early should have a note signed by their parent for the Class teacher stating what time they will be collected. Alternatively, the parent/guardian should contact the office directly. Parents/Guardians must use the sign-out book in the office to sign out pupils when they come to collect them. The Education Welfare Officer is available to support parents/guardians with attendance issues. Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to the office. Daily attendance and punctuality are required from pupils. School opens to receive pupils at 08.50 a.m. each morning. If a child is absent from school, the parent/guardian is asked to notify the office. After a pupil has been absent, a note from the parents/guardians must be brought to the class teacher on the pupil's return to school.

Records

In the weekly teachers meeting we will report on the following as a matter of course: Incidents of misbehaviour, interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
Acknowledgement of improved behaviour
Any sanctions imposed, and the reasons they were imposed

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

Plan for reviewing the Code of Behaviour

The Code of Behaviour will be reviewed in the following manner:

1. It will be a permanent item on the agenda of the last Board of Management meetings of each academic year and
2. It will be reviewed in the aftermath of a serious incident or series of incidents involving serious and/or gross misbehaviour
3. This Code of Behaviour should be read in conjunction with our Anti –Bullying Policy

Approval of the Code of Behaviour for Raheen Wood Community National School

Signed: Pearse O' Shiel
Chairperson, BOM

Date: 25/06/2024

To be reviewed June 2025

Template for reviewing the Code of Behaviour

Date of review	
Teachers present	
Reason for Review	
Next review scheduled for:	

Behavioural situation	Is this rule working? Yes/No	If no, why?	Suggested change
Classroom behaviour			
Playground behaviour			
Wet day behaviour			
Other school areas			
School-related activities			
Before lessons			
At end of lessons.			

List of Appendices:

1. Incredible Years Behaviour Management Plan
2. Assessment of Skills and Unsolved Problems



Incredible Years® Behavior Plan

for _____

Developed by: _____

Date: _____



This plan is to be created by teachers, therapists or counsellors working directly with a student or parents, and parents in collaboration with each other. This plan should be expanded over the year and then used to develop a transition plan for next year's teachers. Please be as specific as possible with examples.

I. Preventive Strategies

The following preventive strategies are particularly effective with this student:

For example: seating child near teacher with back to classroom when doing seat work; picture sequence chart on desk that outlines class schedule to help with transitions; allow for opportunities to move around; nonverbal cues and signals.

II. Encouragement of Appropriate Behaviors

Targeted Positive Behaviors to Increase. The following positive behaviors have been targeted for additional support and reinforcement:

For example: hands to own body; concentrating on work; quiet hand up; following teacher's directions; sharing ideas with group; listening to others quietly; reading practice.

Effective Motivators and Incentives. The following teaching strategies are effective in motivating this student and increasing his/her prosocial behaviors and academic success:

For example: frequent verbal praise which clearly describes the positive behaviors he/she has accomplished; praising nearby children when he/she is off task; behavior sticker chart which targets positive behaviors which child can earn stickers or coupons for—these are turned in for prizes whenever he/she earns 25; “happy gram” coupons are given for special accomplishments; child likes to earn extra time on computer or chance to be teacher aid—teacher attention is a particularly powerful motivator; child also likes to be a leader of class activities and will work for this privilege.

III. Decreasing Inappropriate Behaviors

Targeted Negative Behaviors to Decrease. The following behaviors have already been successfully eliminated:

The following behaviors are receiving some planned consequences in order to decrease their occurrence:

For example: interruptions during class; disengagement in class particularly during large group activities; noncompliance to teacher instructions.

Effective Strategies for Handling Misbehavior. The following teaching management strategies are helpful with this student:

For example: clear nonverbal cues and reminders were helpful in redirecting him/her back on task for non disruptive behaviors indicating disengagement; warning of consequences often prevented misbehavior from escalating; warning of Time Out for disruptive behaviors such as refusing to follow directions often stopped misbehavior; Time Out given for hitting immediately; Time Out consisted of chair in corner of room for 5 minutes; if he/she couldn't sit in chair, office was called and he/she went to classroom next door for 5-minute Time Out; loss of computer privileges if he/she had 2 or more Time Outs in one day.

IV. Parent and Teacher Insights about the Student's Temperament & Interests–Tips for Connecting

For example: Interests–collecting baseball cards, ballet, etc. Temperament–likes hugs, squirms a lot and avoids eye contact but absorbs information readily, anxious about new events and sharing self, hates writing but computer helps; Family–has pet dog Ruffie, adjusting to divorce.

V. Plan for Collaborating with Parents:

The parents would like to be involved in supporting their child's success in school and agreed that the following approaches would be mutually supportive:

For example: behavior sticker chart of positive behaviors sent home each day—child will trade these in for additional incentives from parents; parents will be supportive, positive and hopeful with their child—they will focus on his successes; discipline plan was agreed to by parents and they will avoid punishing bad days at school—as discipline would be administered at the time of misbehavior by teacher at school; telephone calls will be made to mother to tell her of positive behaviors; mother would like to participate in field trips or reading sessions in classroom; mother can help with transitions if this is a problem; parents suggested incentives which they have found motivating for their child; teachers and parents will try to communicate weekly by note, voice mail or e-mail.

Plan discussed and agreed upon (date): _____

Plan to be re-evaluated (date): _____

For fillable copies of this form, see <http://www.incredibleyears.com/Resources/TP.asp>

APPENDIX 2: Assessment of Skills and Unsolved Problems

CHILD'S NAME:

DATE:

NAMES OF CAREGIVERS COMPLETING THIS INSTRUMENT:

STEP 1: SKILLS

Whether neurotypical or neurodivergent, children communicate that they're having difficulty meeting expectations in diverse ways, including through their concerning behavior. This behavior is best conceived as a frustration or stress response, the nature of which is determined by a variety of factors, most especially certain skills related to flexibility/adaptability, frustration tolerance, problem solving, and emotion regulation. Some kids can demonstrate these skills under some conditions but not under other conditions.

This section is aimed at helping caregivers discuss those skills and the degree to which they may be impacting a particular child. Being aware of and considering the skills that may impact a child's capacity to handle life's problems and frustrations and meet various expectations helps caregivers move away from motivational explanations for concerning behavior (e.g. attention-seeking, manipulative, coercive, unmotivated) and toward a more compassionate, accurate understanding of such behavior. Note that these skills are not the primary focal point of intervention in the CPS model; the unsolved problems you'll be identifying in Step 2 will be the "targets" of intervention.

Please highlight a skill if it's difficult for the child to access at times and appears to be making it difficult for the child to handle problems and frustrations and/ or meet certain expectations:

Maintain focus	Consider a range of solutions to problems	Regulate emotional response to problems and frustrations
Regulate activity level		
Handle transitions, shift from one mindset to another	Flexibly handle ambiguity, uncertainty	Empathize with others, appreciate another person's perspective or point of view
Consider the likely outcomes or consequences of actions (impulse control)	Shift from original idea, plan, or solution	Interoception (ability to understand and feel what's going on inside their body)
Persist on challenging or tedious tasks	Express concerns, needs, or thoughts in words or other means of communication	Tolerate and manage the sensory environment
Sense of time (time that has passed, time needed)	Understand what is being communicated by others	
	Appreciate how their actions affect others	

STEP 2: UNSOLVED PROBLEMS

Unsolved problems are the specific expectations a child is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce the unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the ASUP Guide for guidance on writing unsolved problems.

School Prompts

- Are there specific tasks/expectations the student is having difficulty completing or getting started on?
- Are there classmates this student is having difficulty getting along with in specific conditions?
- Are there tasks and activities this student is having difficulty moving from or to?
- Are there classes/activities the student is having difficulty attending/ being on time to?
- As you think about the start of the day to the end, are there any other expectations the student has difficulty?

Home Prompts

- Are there chores/tasks/activities the child is having difficulty completing or getting started on?
- Are there siblings/other children the child is having difficulty getting along with in specific conditions?
- Are there aspects of hygiene the child is having difficulty completing?
- Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to?
- As you think about the start of the day to the end, are there any other expectations the child has difficulty reliably meeting or that you find yourself frequently reminding the child about?

List of Unsolved Problems:

